

## Lesson 1: What's in a Name

### Getting Started

#### ? Big Ideas

- How do you identify change?
- What causes change?
- Why is change necessary and often helpful?
- What can lead to a positive change? A negative change?



#### Facts and Definitions

- Names always begin with capital letters.
- The suffix (end of a word) "-less" means "without" (*painless, helpless, useless*)
- The suffix (end of a word) "-ful" means "full of" (*painful, helpful, useful*)



#### Skills

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on age-appropriate reading and content, choosing flexibly from an array of strategies. (LA)
- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (LA)
- Use frequently occurring affixes as a clue to the meaning of a word. (LA)
- Capitalize dates and names of people. (LA)
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (LA)



#### Materials

- ✓ 1 sheet of any color construction paper
- ✓ 1 sheet of green construction paper
- ✓ scissors
- ✓ 1 sheet of blue construction paper
- ✓ glue

### Introduction

Discuss that in most stories the characters grow and change. Tell your child that today she is going to listen to a story about a girl who changes. She loves something about herself and then begins to hate the very thing she loved. Ask your child to predict what that might be.

### Reading and Questions

Let your child listen to the story read at the following link. Tell her to pay close attention to the illustrations as the narrator reads.

1. How did Chrysanthemum feel about her name before she started school?
  - She loved it and thought it was perfect.
2. Why did Chrysanthemum change her mind about her name when she started going to school?
  - The other kids made fun of her name.
3. From this story, what can you learn about how your words can affect others?
  - Words can hurt people. Words can make people not feel good about themselves.

4. How did Mrs. Twinkle change the students' feelings about Chrysanthemum's name?

- She tells them she is also named after a flower and that she wants to name her baby Chrysanthemum.

<b>Chrysanthemum</b>
<a href="http://www.movingbeyondthepage.com/link/7430">www.movingbeyondthepage.com/link/7430</a>
<a href="https://youtu.be/7fkR7X4SevE">https://youtu.be/7fkR7X4SevE</a>

## Activities

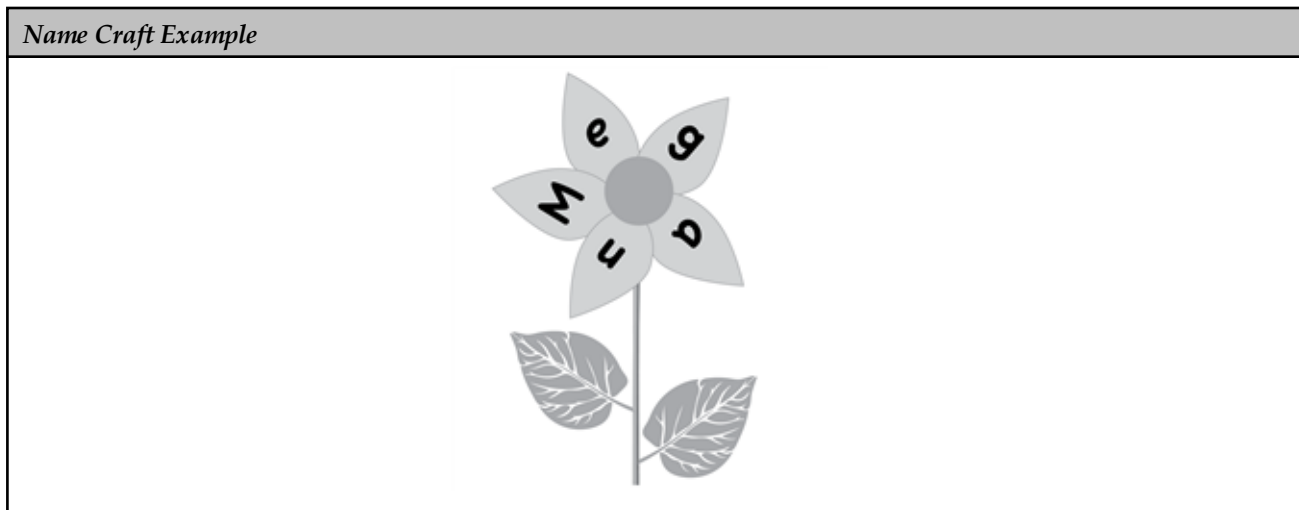
### Activity 1: Capitalizing Names

Explain to your child that names are always capitalized — first names, middle names, and last names. Give her the "Capitalizing Names" activity sheet and explain that she needs to rewrite the first two sentences and correct the names so that they begin with a capital letter. Then she needs to complete the last two sentences, remembering to capitalize any names.

### Activity 2: Name Craft

Have your child use the pattern on the "Name Craft" page to cut a flower stem and 2 leaves from green construction paper. Then tell her to use the pattern for petals and trace an equal number of petals as the letters in her name. The center circle can be traced on any color of construction paper.

Tell your child to write one letter of her name on each of the petals. Let her paste the flowers to a sheet of blue construction paper. Tell her to put the petals in order so that they spell out her name.



### Activity 3: Feeling Phrases

Explain to your child that authors try to make books interesting for readers. One way they do this is by thinking of original ways to describe how characters are feeling. Rather than telling us that a character feels sad, mad, or happy, an author will think of a way to show us that feeling through the character's actions or words, or the author will describe the feeling in a descriptive and creative way.

On the "Feeling Phrases" page, encourage your child to read the phrases that Kevin Henkes uses in the book *Chrysanthemum*. Ask her to identify what the author is trying to communicate to us about Chrysanthemum through the phrases. If your

child struggles, it may help to go back and find the places in the story where the phrases occur and listen to them in context. Next, have your child illustrate the face that Chrysanthemum might have at that moment in the story.

#### Activity 4: Vocabulary

Have your child look at the list of words on the "Chrysanthemum Vocabulary" page. Listen to the story again and pause the book after the words listed. Some words will be used more than once in the story. Ask your child to guess what she thinks the word means based on how it is used in the text. Record her guess on the page. Once she has guessed all the words and listened to them in the story, give her all the definitions and see if she can find the correct definition for the word. She can then glue it onto the page.

When you get to the word "priceless," underline "less" and explain that it is underlined because it is an ending (called a suffix) used in many words and it means "without." For example, "fearless" means "without fear." Other examples include *careless*, *endless*, and *helpless*.

Also underline "ful" in the word "dreadful." Explain that this suffix is also used in many words and that "ful" means "full of." For example, "beautiful" means "full of beauty." Other examples include *delightful*, *useful*, and *helpful*.

Go back and see how close her guesses were.

#### Answer Key:

- absolutely — totally and positively
- winsome — sweet and charming
- priceless — incredibly valuable
- dreadful — extremely bad
- envious — wanting something someone else has

#### Activity 5: Characters Change

Over the course of the unit, your child will make a page for the main character of each book she reads. On the "Characters Change" page, she will identify three characteristics of the character at an early point in the story and then will identify three characteristics of the character at the end of story. Then she will write a few short sentences about how the character changed.

Today she will work on the page for Chrysanthemum. Explain to her that Chrysanthemum faced a problem and had some negative feelings, but she changed, and by the end of the book she felt differently.

Ask your child to list 3 words or phrases that describe Chrysanthemum when she got to school the first few days. Then ask her to write 3 words or phrases to describe Chrysanthemum by the end of the story.

Note: This page will also be used in an activity in the next lesson.

#### Wrapping Up

Review the rule that names always begin with capital letters. Ask your child if she remembers what the suffix "-less" means and if she can give you an example. Then ask if she remembers what the suffix "-ful" means and if she can give you an example.

# Capitalizing Names



chrysanthemum loved her name.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated three times.



Mrs. twinkle's first name was delphinium.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated three times.

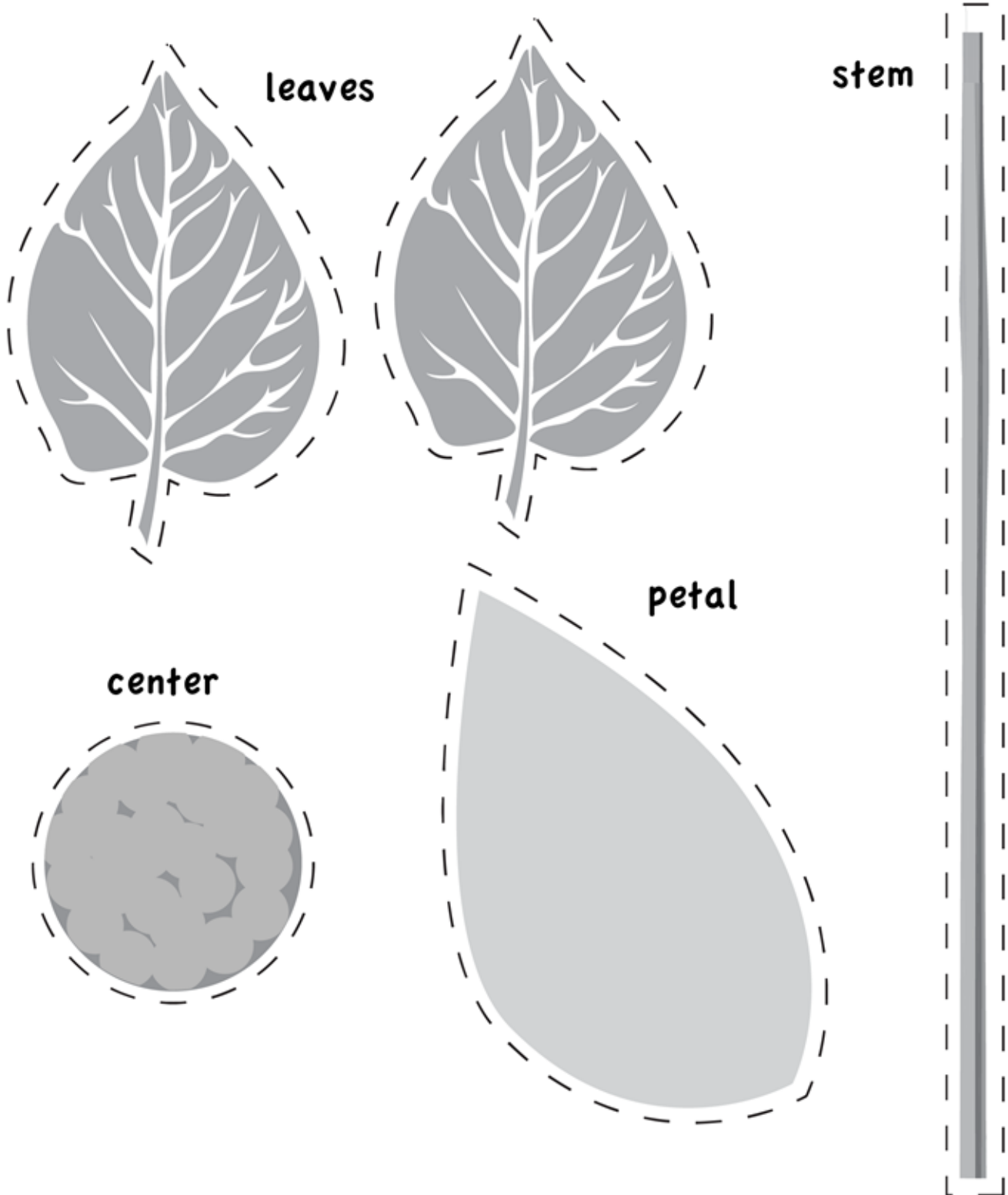
My name is

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, ending with a dot on the right side.

I wish my name were

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, ending with a dot on the right side.

# Name Craft



# Feeling Phrases



Chrysanthemum wore her sunniest dress and her brightest smile.

This tells the reader that Chrysanthemum

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She ran all the way. "Hooray!" said Chrysanthemum. "School!"

This tells the reader that Chrysanthemum

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Chrysanthemum wilted.

This tells the reader that Chrysanthemum

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School is no place for me.

This tell the reader that Chrysanthemum

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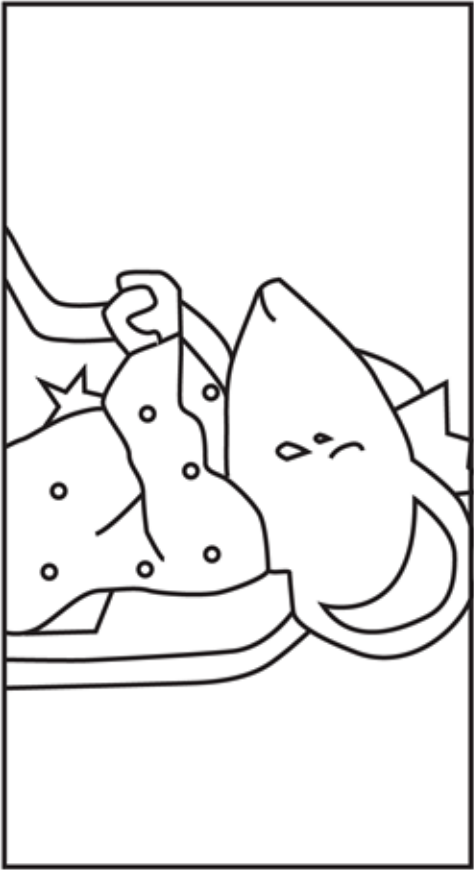
-less = "without" (example: "hopeless" means "without hope")  
 -ful = "full of" (example: "hopeful" means "full of hope")

Word	Guess	Actual Definition
absolutely		
winsome		
priceless		
dreadful		
envious		

totally and positively	incredibly valuable	
sweet and charming	extremely bad	wanting something someone else has

# Characters Change

**Directions:** List 2 words or phrases that describe Chrysanthemum when she got to school the first few days. Then write 2 words or phrases to describe her by the end of the story.



When Chrysanthemum first went to school she \_\_\_\_\_ and \_\_\_\_\_ .  
At the end of the story Chrysanthemum was \_\_\_\_\_ and \_\_\_\_\_ .

Before Chrysanthemum was \_\_\_\_\_ .

but now she is \_\_\_\_\_ .

Chrysanthemum changed because \_\_\_\_\_ .

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_